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ABSTRACT

This publication is part of a series designed to help adult home economics education supervisors and instructors meet the consumer homemaking needs of the low-income adult learner. The information contained in this part provides idea starters for developing ways to create an environment conducive to learning. Supervisors may use the presentation for inservice training of selected personnel or as a topic for discussion during a general staff meeting. In addition, the material may be reviewed individually to secure insights for ways of improving a specific phase of a comsumer-homemaking program. Also, the slides may be used by educational institutions as part of a preservice training program for persons entering the field of home economics education. The supervisor or instructor may use the script prepared for the presentation or the script may be omitted and the slides used as a focal point for group discussion. Factors necessary to consider when selecting a location and building for the program, the areas and equipment of the facility, and methods for improving attendance and increasing participant involvement are considered. A source list and bibliography are provided. (Author/DB)

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Hom ducation

Creating a Learning Environment

Ideas for Instructors of Consumer-Homemaking Programs

WORKING WITH ADULTS

ALLEGANY

THE UNIVERSITY OF THE STATE OF NEW YORK/THE STATE EDUCATION DEPARTMENT
BUREAU OF CONTINUING EDUCATION CURRICULUM DEVELOPMENT/ALBANY, NEW YORK 12224
1971

EDO 57352

Home Economics Education

Creating a Learning Environment

Ideas for Instructors

of Consumer-Homemaking Programs

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THE UNIVERSITY OF THE STATE OF NEW YORK/THE STATE EDUCATION DEPARTMENT
BUREAU OF CONTINUING EDUCATION CURRICULUM DEVELOPMENT/ALBANY, NEW YORK 12224
1971

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Foreword

Consumer-homemaking centers are designed to help meet the needs of individuals living in socioeconomically disadvantaged areas. The programs at the centers generally encompass the range of topics associated with home economics. The participants attend the centers voluntarily and sustained attendance is dependent upon the ability of the programs to satisfy individual needs. Many of the participants have lost faith in formal education, so the methods, techniques, and materials that are used at the centers need to be innovative and selected in terms of their appropriateness for specific individuals.

The development of materials designed to help individuals improve their effectiveness as they work with participants at local consumer-homemaker centers in the State was initiated by Laura M. Ehman, Chief of the Bureau of Home Economics Education. The purpose of this publication is to help supervisors and instructors create a physical facility that will be accepted by the individuals of the target population and at the same time be conducive to learning. Other publications in this series include: *Determining Program Content*, *Motivating the Learner*, and *Selecting Teaching Techniques*.

Appreciation is expressed to Dorris M. Closs, associate professor of home economics education, State University College at Buffalo, for preparing the materials for this publication. The Bureau is grateful to Marjorie Sherman, supervisor of home economics, Schenectady, and to Betty Moolick and her staff at the Washington Irving Living Center, Schenectady, and to Gwen Burwell and her staff at the Womens Creative Workshop, Albany, for their understanding, patience, and cooperation during the picture-taking sessions at their respective centers. The pictures at Albany and Schenectady centers were taken by Edward S. Kennedy, Department photographer. Additional pictures were supplied by Ruth Kimpland, chief consultant for home economics, Rochester; Nina Ahler, coordinator for the Consumer-homemaking Program, Syracuse; and Karen Fimbel, project coordinator for the Consumer-homemaking Program, Steuben County BOCES, Bath.

Assistance relating to content was provided by Gertrude Jacoby, consultant to the Bureau of Home Economics Education. Nelson S. Maurer, associate in the Bureau of Continuing Education Curriculum Development, coordinated the project and prepared the manuscript for publication.

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Overview

Creating a Learning Environment is part of a series designed to help adult home economics education supervisors and instructors meet the consumer-homemaking needs of the low-income adult learner. The information contained in this part provides idea starters for developing ways to create an environment conducive to learning.

The material may be used independently or with the other parts in this series. Supervisors may use the presentation for inservice training of selected personnel or as a topic for discussion during a general staff meeting. In addition, the material may be reviewed individually to secure insights for ways of improving a specific phase of a consumer-homemaking program. Also, the slides may be used by educational institutions as part of a preservice training program for persons entering the field of home economics education. The supervisor or instructor may use the script prepared for the presentation or the script may be omitted and the slides used as a focal point for group discussion.

In this presentation, factors are given that are necessary to consider when selecting a location and a building for a consumer-homemaking program. The areas and equipment a facility needs so that a worthwhile program may be presented are discussed. Also, methods for improving attendance and increasing participant involvement are suggested. The physical facilities at a consumer-homemaking center need to be considered carefully because they can influence the effectiveness of the program being offered.

A source list is included but it is not to be considered exhaustive nor interpreted as being approved by the State Education Department. A bibliography is provided to give the opportunity for further investigation of the topic.

Suggestions for Using the Slides

A major advantage of a slide presentation is its flexibility. It may be shown in part or in whole, with varying speeds, or in conjunction with other instructional media. While no particular amount of time is recommended for using the slides, it is suggested that a variety of other learning activities be used and the instructor not devote an excessive amount of time to the slide presentation.

The slides also serve to motivate the participants, since they respond to familiar scenes and attractive pictures in color. When working with adults, it is well to remember that much can be learned from each other. It is with the idea of getting people totally involved and bringing out the maximum contribution that each can make that these suggestions are made. A slide presentation lends itself well to asking interesting questions of the class to bring about a high level of involvement. This is essentially a type of built-in motivation.

The following material may be used by the instructor as he prepares an overall plan for the use of the slides. The ideas presented here should allow for comprehensive coverage of content and efficient use of class time. The following are steps to consider when preparing an overview plan for use with the slides:

Plan the Presentation
Prepare the Equipment and Materials
Orient the Class
Present the Lesson
Summarize Concepts and Understandings
Evaluate Knowledges Acquired
Followup Opportunities

PLAN THE PRESENTATION

Always preview the slides to familiarize yourself with their content. While previewing the slides, prepare comments which might answer such questions as:

Why is the material presented important?
What are the important terms and understandings used in the slides?
What are some appropriate topics which could be used to stimulate class discussions?

PREPARE THE EQUIPMENT AND MATERIALS

Before the class begins, check over the equipment to see that it is all there and in working order. Practice inserting, removing, and focusing

the slides several times so that you feel at ease using the equipment. Arrange the room so that everyone can see and is comfortable. Have a screen ready and place it so that the least amount of outside light is reflected onto it. The wall may be used, but a beaded screen is much more desirable. The larger the room and the larger the group of viewers, the larger the picture needed. Be sure there is a table for the projector, an electrical outlet, an extension cord (the cord with the projector is usually short), and a spare projector lamp available in case the one in use fails. If the class is held during the day, be sure the room can be darkened. Check to see that the lights can be turned off without cutting off power to the projector. At the conclusion of the presentation, allow the fan on the machine to cool the equipment for a few minutes before completely shutting off the power to the projector.

ORIENT THE CLASS

Introduce the slides with some remarks about what the class will see. Discuss the more important terms used in the slides.

PRESENT THE LESSON

The slides may be used as a whole or as a part which is appropriate to the needs of the participants. It may also be stopped at any slide for discussion or questions and then continued. Present your comments and encourage discussion and questions from the participants.

SUMMARIZE CONCEPTS AND UNDERSTANDINGS

Itemize the important learnings on the chalkboard as they are contributed by the class. Allow time for participants to raise other questions which may lead to a more complete understanding of the topic. Encourage participants to keep some kind of notations for future use.

EVALUATE KNOWLEDGES ACQUIRED

Prepare a list of questions which might assist participants to evaluate how well they have learned the important points of the lesson. One approach might be for the instructor to present the questions, and pause for a few moments to allow participants to organize their ideas before they give their answer. Interest could be motivated by asking the participants to keep track of the number of their correct answers.

FOLLOWUP OPPORTUNITIES

Introduce new topics for discussion which will motivate the participants to project their understandings and explore new knowledges.

Text of the Scripts for the Slides

The following text of the scripts for the slides is provided for supervisors and instructors who may wish to become familiar with the material covered in the presentation.

	Script		Slide
(1)		(1)	Credit slide
(2)		(2)	Presents
(3)	Working with adults Creating a Learning Environment	(3)	Title slide
(4)		(4)	Credit slide
(5)	Would you like to increase the attendance at your adult consumer-homemaking center?	(5)	Group entering a center
(6)	Are you able to conduct the variety of learning experiences required to meet the many needs of the adult participants attending your center?	(6)	Group in living area
(7)	In this slide presentation, we shall consider ways of decorating, equipping, and arranging your facility so it will have a warm, come-again, functional appearance that will promote learning and improve attendance.	(7)	Interior view
(8)	Consumer-homemaking centers may be housed in a variety of structures such as: apartment buildings	(8)	Apartment building
(9)	residential homes	(9)	Residential home
(10)	churches	(10)	Church
(11)	former school buildings	(11)	School

(12) stores and	(12) Store
(13) shopping centers	(13) Shopping center
(14) In some situations, the staff might consider making presentations at places where people gather, such as a laundromat.	(14) Interior of a laundromat
(15) In rural areas, a mobile unit may be required to serve the needs of the people.	(15) Mobile unit
(16) A facility should be selected in terms of accessibility for the target population, safety, and the program to be offered.	(16) Title slide
(17) Attendance would be encouraged by placing the center where participants would feel relatively secure walking to and from the center or to and from public transportation. Also, negative feelings would be reduced by using a building which accommodates similar programs such as adult basic learning activities.	(17) Exterior view of a center
(18) Items that need to be considered when selecting a facility include such things as: exits that are adequate, clearly marked, and free of clutter;	(18) Rear exit door
(19) stairs, both inside and	(19) Inside stairs
(20) outside, that are solid and have firmly attached handrails;	(20) Exterior stairs
(21) utilities available;	(21) Gas meter and electrical distribution box

(22)	electrical service that conforms to the local codes and enough branch circuits to provide for the required number of	(22) Electrical distribution box
(23)	110 volt outlets	(23) 110 volt outlet
	and	
(24)	220 volt outlets;	(24) 220 volt outlet
(25)	fire extinguishers	(25) Fire extinguisher
	and	
(26)	fire blankets;	(26) Fire blanket
(27)	a heating system that is safe and adequate;	(27) Furnace
	and	
(28)	restroom facilities that are convenient and located on the same floor and in or near the area of the consumer-homemaking center.	(28) Restroom door
(29)	The restrooms should be appropriately labeled in English and Spanish.	(29) Restroom door
(30)	It is important that the center be quickly and easily identified as people pass by.	(30) Entrance to a center
(31)	An attractive entrance with a suitable sign encourages individuals to stop and venture beyond the door.	(31) Sign
(32)	During the fall and winter months, the door may be made attractive by the addition of a seasonal decoration.	(32) Door decorated for fall
(33)	This should be attached so that it can be easily removed for safe keeping when the center is not open.	(33) Door decorated for Christmas

(34) In the winter, it is necessary to keep the sidewalks and stairs free from ice and snow.	(34) Shoveling snow
(35) The interior entrance also needs to be appealing. This may be accomplished by having little extras which show that someone cares and is concerned about the comfort and well being of the participants while they are at the center such as:	(35) Person taking off boots
a bench or chair for sitting while removing rubbers and overshoes and a place for hanging coats and jackets;	
(36) a mirror for last minute checking of appearance;	(36) Person in front of a mirror
(37) an interesting, inexpensive wall decoration placed near the door;	(37) Wall decoration
and	
(38) attractive table decorations in the living and dining areas.	(38) Flowers on a table
(39) A lamp lighted living area that is cheerfully decorated	(39) Living area
and	
(40) an easy to use refreshment-serving area	(40) Serving area
(41) encourage relaxation and informality and provide opportunities to share ideas and acquire trust.	(41) Group having refreshments
(42) A resource-library area promotes reading and provides a subtle way for the instructor to initiate interest in and provide information about the different aspects of home economics.	(42) Resource center — bookcase

(43) The resource area also should contain brochures produced by various agencies, local newspapers, extension bulletins, and books relating to all the content areas of home economics.	(43) Resource center — shelves
(44) The instructor should have files where additional information and extra publications are kept. These files should be available to the participants as well as to the staff.	(44) Finding information in a file
(45) Attempts should be made to have the resources represent several reading levels and, where necessary, several languages.	(45) Books on shelf
(46) The instructor can promote use of these resources by providing time between project activities and by making specific reference to a particular source during the class period or in general conversation.	(46) Resource center in use
(47) It is important to have at least one bulletin board within the center. The theme might be general in nature,	(47) Bulletin board with a general theme
(48) announcement oriented,	(48) Bulletin board with an announcement
(49) project related,	(49) Bulletin board with projects
or	
(50) have a recruitment or public relations focus.	(50) Bulletin board with a recruitment theme
(51) The instructor, aide, and participants can all share in designing and keeping the bulletin board up to date.	(51) Putting up a bulletin board
(52) Motivation is further increased when working conditions are conducive to the accomplishment of the task at hand. Project areas need space and equipment for doing a variety of activities simultaneously.	(52) Sewing area

(53) Much of the work at the center will be individual in nature due to the "open" instructional pattern.	(53) Instructor working with a participant
(54) Flexibility of the center is increased by having open space that is free from major obstructions; using light-weight, movable furniture; having adequate electrical outlets; and being able to darken the facility.	(54) Title slide
(55) Space and equipment are needed to implement the various phases of the program. The child care area within the center can be used for learning experiences in child development.	(55) Child care area
(56) Sometimes it is helpful to have a quiet place for small children that is equipped with cribs and playpens and away from the play area of the older children.	(56) Child care area for small children
(57) Space and equipment need to be provided for projects that relate to clothing construction and repair.	(57) Clothing construction area
(58) Additional equipment is needed to deal with the home problems incurred when caring for the ill, convalescing, and aged.	(58) Health care area
(59) Kitchen-type facilities are required for the various aspects of meal preparation and	(59) Kitchen area
(60) possible meal service.	(60) Serving area
(61) Learning experiences in grooming may be carried on in the kitchen, bath, laundry, or	(61) Soaking fingertips
(62) in a specially designed area.	(62) Grooming area

(63) Housing and home furnishing projects can be carried on in several areas of the center and will depend upon the space and equipment needed.

(63) Home furnishing project

(64) Sometimes the activity may be conducted in the clothing instructional area.

(64) Fixing curtains

(65) In many centers, laundry facilities will be included.

(65) Laundry area

(66) Space is important, but the lack of it should not prevent the implementation of a worthwhile program. One area, with a sparse and widely dispersed population, has developed a mobile unit to provide instructional facilities for small groups in the outlying sections of the county.

(66) Exterior view of mobile unit

The unit is built on the chassis of a 60-passenger bus, and is equipped with two stoves, a small refrigerator, sink, cupboard space, and toilet facilities.

(67) A small school bus is used to carry participants to and from the mobile unit.

(67) Small school bus

(68) A separate nursery has been developed in the back of the unit to provide care for young children while their mothers participate in the activities of the program.

(68) Nursery area

(69) The unit will accommodate five or six adults in addition to the staff. Though space is restricted, instruction and limited group activities are possible.

(69) Group activity

(70) Units on cooking and food preparation,

(70) Cooking activity

(71) laundering, and	(71) Laundry information
(72) grooming have been presented.	(72) Grooming information
(73) It is hoped that groups using the mobile unit will eventually be able to meet on their own in community buildings and homes, with staff members providing assistance whenever it is needed.	(73) Group working in mobile unit
(74) Involving the adult learners in decisions about the arrangement, furnishings, and equipment may further help the participants to feel that this is "their" center and this is one place where they can come and see some satisfying results from their planning and work efforts. A new washer is going to be purchased for the center and these participants are inviestigating the advantages and disadvantages of several different makes.	(74) Looking at literature dealing with washing machines
(75) Then, several of the participants accompany the instructor to a local store for a demonstration of different types of washers.	(75) Interior of appliance store
(76) Following the installation of the washer, the participants are instructed in its operation.	(76) Giving instructions for using a washer
(77) After that, they have the opportunity of using it.	(77) Using a washing machine
(78) Sometimes participants may share in making the center more attractive. These participants are involved in selecting wallpaper for one of the rooms at the consumer-homemaking center.	(78) Selecting wallpaper
(79) After the material has been purchased, the instructor demonstrates how to cut,	(79) Cutting wallpaper

(80) paste,	(80) Pasting wallpaper
and	
(81) hang the wallpaper.	(81) Hanging wallpaper
(82) Following the demonstration and under the supervision of the instructor, interested participants have the opportunity of cutting,	(82) Cutting wallpaper
(83) pasting,	(83) Pasting wallpaper
and	
(84) applying the wallpaper.	(84) Hanging wallpaper
(85) Another way of involving the participants in the activities of the center is to request their suggestions for changes or topics they would like presented. This might be done during informal sessions	(85) Informal group in living area
or	
(86) by having a suggestion box placed inconspicuously somewhere in the center. If a box is used, be sure to attend to it occasionally and to acknowledge worthy suggestions.	(86) Suggestion box
(87) During this presentation, we have indicated that to be able to adequately serve the target population the consumer-homemaking center should be:	(87) Title slide
accessible	
easily identified	
safe	
attractive	
comfortable	
and	
conveniently arranged.	

(88) To have a worthwhile program, the facility should have:

(88) Title slide

sufficient space and equipment for several activities

well-equipped library

bulletin boards

restrooms

adequate electrical outlets

and

ample storage space

(89) Using the foregoing suggestions as "idea starters" let us now consider additional ways to:

(89) Title slide

improve attendance

promote learning

and

increase involvement

Source List

AFL-CIO
Pamphlet Division
815 16th St., NW.
Washington, D.C. 20006

Adult Education Association of the U.S.A.
1225 19th St.
Washington, D.C. 20036

Alcoholics Anonymous
Box 459
Grand Central Station
New York, N.Y. 10017

Allyn and Bacon, Inc.
470 Atlantic Ave.
Boston, Mass. 02110

American Banking Association
Banking Education Committee
90 Park Ave.
New York, N.Y. 10017

American Home Economics Association
1600 20th St., NW.
Washington, D.C. 20009

American Vocational Association
Division of Home Economics Education
1510 H St., NW.
Washington, D.C. 20005

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610 South Forest St.
Ann Arbor, Mich. 48104

Appleton-Century-Crofts
Division of Meredith Corp.
440 Park Ave., South
New York, N.Y. 10016

Auburn University
Cooperative Extension Service
Auburn, Ala. 36830

Basic Books, Inc.
404 Park Ave., South
New York, N.Y. 10016

Behavioral Research Laboratory
Box 577
Palo Alto, Calif. 94302

California Migrant Ministry
3330 West Adams Blvd.
Los Angeles, Calif. 90018

Charles C. Thomas, Publishers
301-327 East Lawrence Ave.
Springfield, Ill. 62703

Charles E. Merrill Books, Inc.
1300 Alum Creek Dr.
Columbus, Ohio 43216

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Educational Service Bureau
256 Washington St.
Mount Vernon, N.Y. 10550

Cornell University
Cooperative Extension Service
Mailing Room
Building 7 Research Park
Ithaca, N.Y. 14850

Council for Family Financial Education
277 Park Ave.
New York, N.Y. 10017

Dryden Press
Division of Holt, Rinehart, and Winston, Inc.
383 Madison Ave.
New York, N.Y. 10017

Equitable Life Assurance Society of the United States
Bureau of Public Health
Box 572
New York, N.Y. 10001

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Palo Alto, Calif. 94036

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Educational Opportunities Division
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Phoenix, N.Y. 13135

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Fullerton, Calif. 92634

Illinois Teacher
Division of Home Economics Education
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Urbana, Ill. 61801

Indiana State Employment Service
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Gary, Ind. 46402

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International Textbook Co.
Scranton, Pa. 18515

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Washington, D.C. 20036

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